

Final Report

Tibetan Village Running Water and Educational
Improvement Project

དབུལ་ཕོངས་ས་ཁུལ་གྱི་རང་འབབ་ཚུ་དང་སློབ་གསོ་འཕེལ་རྒྱས་གྱི་ལས་གཞི།

to

The Canada Fund

from

Caihua Dorji ཚེ་དབལ་རྡོ་རྗེ། (Luke)

&

Dr. Kevin Stuart

Summary

What?

Tibetan Village Running Water and Educational Improvement Project

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Where?

Zhengga གྲང་ཀ་ Village, Detsa ཨེ་ཚ། Township,
Hualong དཔའ་ལྷུང་། County, Haidong མཆོ་ཤར། Region,
Qinghai མཆོ་ཕྱོད་། Province

Who?

421 Impoverished Tibetan Villagers and 267 students

Value?

Canada Fund = 118,174 RMB

Local Contribution=97,204.50 RMB

Dear Canada Fund,

I am very pleased to report that the running water project and educational improvement project that you sponsored were successfully completed. Now I want to present interviews with two village women and one teacher because I think this will best explain why and how the project was very useful.



Mrs. Yulaji ཡུ་ལག་ཇི་ལྷོ་ (b.1936) said, “Before this project, the women and girls were very busy with fetching water in the morning and in the afternoon. It took about forty minutes per trip. Most villagers dug a well in their own home courtyard but most of these had salty water that also dried up. My family also dug well in my own home yard. We had stomachache if we drank the water from the well so we had to fetch water from the

springs. We used the water very economically, especially in the summer we had no time to fetch water many times. All our household members used a single basin of water to wash their faces in the morning. Also when we were washing clothes, we carried them to the spring, washed there and let them dry there. Now we don’t need to do this kind of time-consuming labor, and a big burden in our lives has been eliminated. I am very happy to get a running water tap in our own home yard--we now have a better life.”



Mrs. Lamo ལ་མོ་ ལོ་མོ་ (b.1968) said, “Before the project, I had to get up very early in the morning and fetch water two or three times. One trip took at least thirty-five minutes, and then I had to prepare breakfast. I also had to use the water very sparingly. After the project, the burden of fetching water has been taken out of my life and I can use as much water as I want. Also we are very lucky to get such a project and I thank the donor very much.”

These Tibetan women are residents of rural Zhengga Village and the Gongbu Sonam is the teacher at Detsa School situated in northwestern China's Qinghai Province. Before the project, villagers fetched water from springs 100-500 meters away. The Canada Fund provided 118,174 RMB that piped water from a clean spring to 97

Tibetan households (421 villagers), and bought 474 Tibetan books, 308 Chinese books and 129 English books for Detsa School. Additionally, 130 students were trained in English and Tibetan for 45 days. Since February 2006, every village home has had a tap in their courtyard and the school has a library.

The villagers contributed labor, sand, stones, 7,854.50 RMB in cash and other things needed for the project. Villagers enthusiastically participated in the project, transporting sand and stone by tractors to water box sites, digging the pipe ditches, and pouring concrete. In total, the local labor contribution may be valued at 89,350 RMB.

Mr. Gongbu Sonam མགོན་པོ་བསོད་ནམས། (b. 1973) said, “Before this project, we had no library and no Tibetan books except for the students’ textbooks. Now we have a library and most books are Tibetan that surely can help students read and write Tibetan better. None of the students in this school could speak an English sentence correctly but after this training, most students who attended this program can introduce themselves in English and communicate simply in English with each other. Also their Tibetan has improved a lot. So we are very happy to get such a good project and thank the Canada Fund very much.”



In sincere appreciation,

ཆེ་དབལ་རྫོ་ཨེ།

ཆེ་དབལ་རྫོ་ཨེ། Caihua Dorji (Luke)

Photographs



Ms. Cairang Lamo ཚེ་རིང་ལ་མོ། (b. 1934) lives with her son, daughter-in-law, and three grandchildren. The water tap is in her home yard.



Mr. Duoji ལྷོ་རྟོ། (1949) lives with his wife, son, daughter-in-law and two grandchildren. He now gets water from the water tap in his own home yard.



Ms. Kanzhoji མཁའ་འགྲོ་མྱེད། (b. 1931) lives with her son, daughter-in-law and two grandchildren. She gets water from the water tap in her own home courtyard.



An English teacher teaches 45 students.



Students answer questions during class.



43 students listen to the teaching.

CANADA FUND

加拿大基金
Fonds canadien

END OF PROJECT REPORT

Project Number: PI0506.03		Project Title: Running Water and Educational Improvement for Zhengga Village			
Province: Qinghai མཚོ་སྐོན་	Prefecture: Haidong མཚོ་ཤར་	County: Hualong རལ་ལ་ལྷོ་	Township(s): Detsa རྟ་ཅན་	Village(s): Zhengga གཤེན་གྲོ་ཁ།	Sub-village(s)
Canada Fund Contribution: 118,174 RMB		Local Contribution: 97,204.50 RMB		Total Project Cost: 215,378.50 RMB	

Intermediary Organization: Kevin Stuart		
Address: Qinghai Nationalities Teacher's Collage, Qinghai Normal University, Xining City, Qinghai Province, PR China.		Postal Code: 810008
Contact Person: Kevin Stuart	Tel: 13897129369	Fax: None
	Email: ckstuart@public.xn.qh.cn // kevin.stuart@gmail.com	

Implementing Agency: Kevin and Caihua Dorji			
Address: Qinghai Nationalities Teacher's College, Qinghai Normal University, Xining			Postal Code: 810008
Contact Person 1		Contact Person 2	
Name:	Dr. Kevin Stuart	Name:	Caihua Dorji
Position:	University English Teacher	Position:	University Student
Tel:	0971-6318505	Tel:	
E-mail	ckstuart@public.xn.qh.cn	E-mail	lukelucky8388@yahoo.com.cn
Cell :	13639786060	Cell phone:	13709746079

Date Intermediary Received Funds (from Canada Fund)		Date Implementing Agency Received Funds		
Installment #1 ¥: 106,356.6 RMB Date: Sept 2005	Installment #2 ¥: Date: pending	Installment #1 ¥: 106,356.6 RMB Date: 7 Sept 2005	Installment #2 ¥: Date: pending	Installment #3 ¥: Date:

A. PROJECT BACKGROUND	
<p>1. Summary of Project Objectives & Background</p> <p>The running water project supported by the Canada Fund significantly helped Zhengga villagers who now use a water tap in their own home yards to obtain drinking water, which is very clean and in plentiful supply. The running water has obviated the inconvenient and time-consuming need of fetching water from the springs. As such, the new water system has greatly reduced the labor burden of women and girls in the village.</p> <p>In the Detsa Boarding School, students' written Tibetan and English was very poor. Almost none of the students could speak a correct English sentence. Because of the project, 130 students attended a training program that was part of this project and, afterwards, almost all could introduce themselves correctly, and also are able to communicate with each other very simply and correctly. 90 Tibetan students attended in the calls in written Tibetan and reading Tibetan. Their Tibetan improved a great deal.</p> <p>All the library books bought for the school are very useful for the students and they can borrow the books from the library.</p> <p>Zhengga Tibetan Village is 3.5 km from Detsa Township Town and 95 km from Xining City, the provincial capital. Detsa Township adjoins Garang Township, Guide County, Hainan Tibetan Autonomous Prefecture in the west, Quja Township, Huangzhong County in the north, and Nangra Township, Jantsa County, Huangnan Tibetan Autonomous Prefecture in the south.</p> <p>All 421 Zhengga villagers (in 94 households) are Tibetan. Zhengga village has 723 <i>mu</i> of irrigated land. The main crop is wheat, which people use for self-consumption (bread, noodles) and to pay the government's tax levies. Other crops include potatoes and rapeseed.</p> <p>Detsa Boarding School is situated in Detsa Township Town, to the west of Hualong County Town. Now there are 9 classes. Five classes are primary 1-5, and 3 classes are junior middle grades 1-3. In total, 267 students currently study at Detsa Boarding school and there are 15 teachers. Approximately 180 students are Tibetan. 110 of the 267 students are female. All 267 students are from the 10 villages in Detsa Township.</p>	
<p>2. Local Beneficiaries</p> <p><i>Describe the direct and indirect beneficiaries of the project. Include both figures of how many individuals/households have benefited from the project, as well as a description of their background. Compare the actual direct and indirect beneficiaries to the figures estimated in the original agreement.</i></p> <ul style="list-style-type: none"> 421 people from 94 households of Zhengga Village and 1,128 head of livestock benefit from this project. All Zhengga villagers are farmers. 267 students from countryside villages can benefit from the project. 	<p>Ethnic minorities</p> <p><i>Did any ethnic minority people benefit from the project? If so, please specify which ethnic minority groups and the number of minority people.</i></p> <p>All the 421 people from Zhengga Village (in 94 households) are Tibetan. 180 students from the 267 are Tibetan.</p>
<p>4. Contribution from Beneficiaries/Villagers</p> <p><i>Did project beneficiaries contribute any funds to this project? If so, how much did each person or household contribute?</i></p> <p>Each household contributed 68 RMB for a total cash contribution of 6,354.50 RMB.</p>	

B. PROJECT IMPLEMENTATION

1. Narrative summary of project activities and achievements

*Describe the actual implementation of the project with details. * Please be sure to refer to checklists. How did activities differ from original plan?*

Zhengga Administrative Village successfully completed the Running Water Project November 12, 2005, finished purchasing books in February 2006, and successfully finished the English and Tibetan training program in February 2006, thanks to the Canada Fund's contribution of 118,174 RMB. Zhengga villagers selected a Running Water Implementation Committee that played a key role in project implementation and in selecting materials in cooperation with the water design expert and organizing village labor. Committee members and the water design expert often discussed problems and discussed working arrangements for the following day's work. To maintain a high quality level of running water, the water design expert strictly checked the local villagers' labor. The school leader and another teacher stayed at the school during the training to care for the students. Two teachers helped Luke buy books for the school.

2. Review of Project Implementation Process

Outline the chronology of project implementation

2005-2006	Activity and Participates	Results/outcomes
August 25, 2004	Village leaders and Caihua Dorji discussed the need of the project.	Determined need for a running water project
January	Dr. Stuart and Caihua Dorji wrote the running water project	Sent the project proposal to the Canada Fund
July	Dr. Stuart and Caihua Dorji received news of proposal approved	Prepared the project.
August 20	Caihua Dorji met with the local community and held meeting.	Discussed the project plan and selected the Running Water Implementation Committee.
September 7	Caihua Dorji received funds.	Project was ready to start.
September 9	Caihua Dorji and project committee invited a water design expert.	Water design expert came and made a plan for the running water project.
September 10	Villagers started project implementation.	Started to dig the ditch for plastic pipes.
September 8	Caihua Dorji and the Project Committee bought plastic pipes.	Pipes were transported to the village from Lanzhou.
September 14	Caihua Dorji and project committee bought valves, connections, iron bar, and iron wire.	They were transported to the village from Xining.
September 20	Project committee started to transport the cement.	They were transported from Ping'an.
September 24	Some villagers started making the water box.	Project committee and water design expert checked the quality of the box every day during its construction.
October	Villagers worked every day.	The project was nearly finished
November 5	Villagers finished making water boxes and burying the plastic pipes.	The system was ready to accept flowing water.
November 7	Water flowed to each home.	Villagers began using the piped water.
November 8	Villagers completed the project.	Villagers used the water tap in their home yard to drink water.
November 11-12	Books purchased.	The books moved to the school.
February 15-16	Books purchased.	The books moved to the school

December 20 to January 20	The 1st section of the training took place.	The students English and Tibetan improved.
February 7-22	The 2nd section of the training took place.	The students English and Tibetan are much improved.

3. Problems or Challenges

Describe any problems or challenges that were encountered during project implementation. How were these difficulties overcome?

During implementation of the running water project, an irrigation project in Detsa was approved by the county water bureau and villagers were required to finish this project by late 2005. Village leaders and I met and discussed the problem. The final decision was to finish the concrete wall protecting the plastic pipe in March 2006 so they could begin work on the irrigation project. The original proposal had called for an irrigation component. However, the government funded irrigation project meant that this portion of the project was no longer needed. The amount saved--8,080 RMB--was then used to buy more books for the school.

C. PROJECT RESULTS/IMPACT

1. Key Project Results and Outcomes

*Describe the results of the project and compare the pre-project situation to the current situation. Include as much detail as possible, using both qualitative and quantitative indicators. Always provide sex-disaggregated statistics. Always describe sources used for your claims (e.g. based on or according to interviews, surveys, statistics, discussions, etc. with villagers, teachers, trainers, township/county officials, etc.) For example, describe changes in income, skills/abilities, awareness of health/hygiene, health status, hygiene and sanitation practices, labour burden, access to basic education, relations in the village or between villages, etc. * Please be sure to refer to checklists.*

- Before the project, villagers fetched water to drink from springs 100-500 meters away. One roundtrip required about 40 minutes. After this project, water is conveniently supplied by taps in courtyards.
- Before this project, girls and women shouldered the burden of fetching water, which was a time consuming activity. After this project, the heavy burden of fetching water for girls and women in this village was lifted. Women and girls now have much more free time.
- Before this project, fetching water was also linked to issues of status for village women. Should guests arrive unexpectedly and water was not available for the customary tea, then the women of the household are looked down upon or even ridiculed as unfit mothers, daughters, wives, etc. After this project, this gender issue was eliminated, and they girls and women can use the water as much as and whenever they need.
- Before the project, more than 60 households dug 25 meter-long wells in their home; however, the water was generally too salty to be drinkable. Furthermore, after some time the wells dried up. After this project, the villagers don't need to use the wells or drink unclean water. This running water is from a spring, which is considered very clean and healthy. There are no negative results from this running water.
- Before this training program, none of the students in the Detsa Boarding School could speak a correct English sentence. After this program, students could introduce themselves and communicate with each other correctly and simply.
- Before this training program, the students' written Tibetan was very poor. After this program, the students' written Tibetan improved a lot.
- Before this project, the school had no general-interest/reference books at all. Students found it hard to improve their studies. After this project, the school got 911 reading books, which greatly improved the students' reading ability.

2. Comparison of Actual Results and Expected Results

Which results did not meet expectations? Which results surpassed expectations? Were there any unanticipated results?

All expected positive results were realized. The time consuming and gendered labor of fetching water has been eliminated, making a big difference in the lives of women and girls. Furthermore, health and hygiene problems from contaminated well water have been eliminated. One result even surpassed our expectation, as some villagers learned water design skills from the water design expert.

3. Measuring Results/Impact

Describe what methods were used to monitor and evaluate the project results (include relevant dates, names etc. to explain monitoring process). Describe how the project results were identified and documented.

After water came to every households, the project committee and I (Caihua Dorji) visited households, and interviewed household members about the project. In this way, we evaluated project results. I (Caihua Dorji) visited the training program targeting improving the students' English and Tibetan levels.

4. Examples/Case Studies

Please provide some typical examples or case studies of the impact of the project on beneficiaries.

When I visited the village after the project was completed, I interviewed two village women and the school leader.

- Mrs. Yulaji ཡུལ་ཤར་ལྷོ་ལྷོ་ (b.1936) said, "Before this project, the women and girls were very busy with fetching water in the morning and in the afternoon. It took about forty minutes per trip. Most villagers dug a well in their own home courtyard but most of these had salty water that also dried up. My family also dug well in my own home yard. We had stomachache if we drank the water from the well so we had to fetch water from the springs. We used the water very economically, especially in the summer we had no time to fetch water many times. All our household members used a single basin of water to wash their faces in the morning. Also when we were washing clothes, we carried them to the spring, washed there and let them dry there. Now we don't need to do this kind of time-consuming labor, and a big burden in our lives has been eliminated. I am very happy to get a running water tap in our own home yard--we now have a better life."
- Mrs. Lamo ལ་མོ་ (b.1968) said, "Before the project, I had to get up very early in the morning and fetch water two or three times. One trip took at least thirty-five minutes, and then I had to prepare breakfast. I also had to use the water very sparingly. After the project, the burden of fetching water has been taken out of my life and I can use as much water as I want. Also we are very lucky to get such a project and I thank the donor very much."
- Mr. Gongbu Sonam གོང་བུ་སངས་འཕྱོགས་པོ་བསྐྱེད་ཀྱིས་ (b. 1973) said, "Before this project, we had no library and no Tibetan books except for the students' textbooks. Now we have a library and most books are Tibetan that surely can help students read and write Tibetan better. None of the students in this school could speak an English sentence correctly but after this training, most students who attended this program can introduce themselves in English and communicate simply in English with each other. Also their Tibetan has improved a lot. So we are very happy to get such a good project and thank the Canada Fund very much."

<p>5. Environmental Impact <i>Has the environment been affected by this project? If the project has had a negative impact on the environment, provide information on how environmental problems will be resolved.</i></p> <p>The environment has not been affected by this project.</p>	<p>6. Gender Equality <i>What has been the impact of the project on girls and women? How has the project reduced gender inequality?</i></p> <ul style="list-style-type: none"> • Before this project, the main responsibility for fetching water was that of girls and women. Fetching water was a time consuming activity. After this project, the big burden of fetching water for girls and women in this village was lifted and allowed them more free time. • Before this project, fetching water was also linked to issues of status for village women. Should guests arrive unexpectedly and water was not available for the customary tea, then the women of the household are looked down upon or even ridiculed as unfit mothers, daughters, wives, etc. After this project, this was no longer a concern for women with unfettered access to abundant water.
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D. PROJECT MANAGEMENT																																							
<p>2. Project Management Committee <i>How was the project managed? How were major decisions made? How were women, not only organizational leaders but also local women such as farmers, included in the project management process and encouraged to participate and provide their input?</i></p> <p>Firstly, the water design expert discussed issues the project implementation committee and instructed them about each day's plan. The committee took responsibility for every aspect of the project. The three women involved in the project committee are local farmers, and this was the first time for local village women to get such a chance to be involved in a community project.</p>	<p>Key project implementers <i>List the key project implementers. Specify which are female, and position</i></p> <table border="1"> <thead> <tr> <th>Name</th><th>Age</th><th>Sex</th><th>Job</th><th>Duty</th></tr> </thead> <tbody> <tr> <td>Lhinzhi ལྷུན་གྲུབ།</td><td>49</td><td>Male</td><td>Village leader</td><td>Main project manager, and quality supervisor</td></tr> <tr> <td>Zhaxi Zhoma བཀ་ཤིམ་ལྷོ་ལ་མ།</td><td>43</td><td>Female</td><td>Farmer</td><td>Main project manager, and quality supervisor</td></tr> <tr> <td>Dorji Cairen འོ་རྟ་ཅེ་རེ་ལ།</td><td>38</td><td>Male</td><td>Village leader</td><td>Labor arrangement</td></tr> <tr> <td>Dorjiso འོ་རྟ་ཤི་འཕྱོ།</td><td>46</td><td>Female</td><td>Farmer</td><td>Labor arrangement</td></tr> <tr> <td>Jiumei འཇིགས་མེད།</td><td>54</td><td>Male</td><td>Farmer</td><td>Material provider</td></tr> <tr> <td>Zhoumo འབྲུག་མོ།</td><td>39</td><td>Female</td><td>Farmer</td><td>Material provider</td></tr> </tbody> </table>				Name	Age	Sex	Job	Duty	Lhinzhi ལྷུན་གྲུབ།	49	Male	Village leader	Main project manager, and quality supervisor	Zhaxi Zhoma བཀ་ཤིམ་ལྷོ་ལ་མ།	43	Female	Farmer	Main project manager, and quality supervisor	Dorji Cairen འོ་རྟ་ཅེ་རེ་ལ།	38	Male	Village leader	Labor arrangement	Dorjiso འོ་རྟ་ཤི་འཕྱོ།	46	Female	Farmer	Labor arrangement	Jiumei འཇིགས་མེད།	54	Male	Farmer	Material provider	Zhoumo འབྲུག་མོ།	39	Female	Farmer	Material provider
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E. SUSTAINABILITY/FUTURE MANAGEMENT	
<p>1. Plans for Future Management and Analysis of Sustainability of Project Results</p> <p><i>How will it be ensured that the project is sustainable in the long term?</i> <i>What actions will be taken in the future?</i></p> <p>Since some villagers learned water design skills from the water design expert, they can solve any problem that might occur with the water system in the future. Examples of these people are:</p> <ul style="list-style-type: none"> • Dazhen, native resident. • Dougai, native resident. <p>Each household contributed 10 RMB to fix any problems that may happen to the project in the future.</p>	<p><i>Who will be responsible for follow-up and/or maintenance?</i></p> <p>The six people of the project implementation committee will take responsibility for project maintenance.</p>

F. FINANCES/EXPENSES							
1. Financial Management & Accounting Procedures <i>Describe the financial management procedures, including procedures required to withdraw funds. If a formal audit of the project was conducted, please include a copy.</i>						<i>Names of people responsible for accounts and authorized to sign withdrawals.</i>	
Caihua Dorji carefully spent the money and bought the materials with the local project committee. Also see the following receipts.						Caihua Dorji (Luke)	
2. Final Budget <i>Outline the financial expenses based on the table below. Compare the original and actual budget and include all original receipts. Number the receipts to correspond to each budget line. * The final budget should be signed by the accountant and by those responsible for project implementation to confirm that the budget is accurate and that all expenses have been verified. (Refer to Canada Fund Project Management Guidelines for details)</i>							
ORIGINAL BUDGET			ACTUAL BUDGET				DIFFERENCE
Item/ Details	CF Contribution RMB	Local Contribution RMB	Item/ Details	CF Contribution RMB	Local Contribution RMB	Receipt #s	Difference for CF Contribution RMB
Plastic pipe	84,374.00		Plastic Pipe	76,694.00		1	7,680 .00
Cement	5,400.00		Cement	5,400.00		2	0.00
Material transportation fee	5,900.00		Material transportation fee	6,500.00		3	-600.00
Water design expert fee	3,000.00		Water design expert fee	3,000.00		4	0.00
Management fee	500.00		Management fee	500.00		5	0.00
Valves	500.00		Valves	550.00		6	-50 .00
Iron wire	420.00		Iron wire	420.00		7	0.00
Connections	3,000.00		Connections	4,600.00		8	-1,600 .00
Books	7,000.00		Books	7,000.00		9-10	0.00
Irrigation ditch	8,080.00			0.00			8,080.00
TOTAL	118,174.00		TOTAL	104,664.00			5,430.00

- 8,080 RMB was used to buy books for Detsa Boarding school. (Receipts 11-13)
- 5,430 RMB was used to hire four ETP English teachers and two Tibetan monk teachers for the winter teaching program. (Receipt 14)

Local Contribution

Item	Original Budget RMB	Actual Budget RMB	Differences RMB
Sand and stone	1,600.00	1,600.00	0.00
Black plastic tube	1,455.00	1,309.50	145.50
Tap	495.00	495.00	0.00
Iron bar	6,300.00	4,550.00	1,750.00
Labor	81,000.00	87,750.00	-6,750.00
Bookshelves	2,000.00	1,500.00	500.00
Total	92,850.00	97,204.50	-4,354.50

3. Budget Changes

If there were any significant changes to the budget, provide adequate explanations of why changes were made. When a budget line changed by more than 10%, explain how approval was obtained from the Canada Fund.

Because of bargaining, the plastic pipe was cheaper than anticipated in the original budget. 7,680 RMB was left.

Material transportation fee was higher than anticipated by 600 RMB.

The connections were more expensive than anticipated by 1,600 RMB.

The valves were more expensive than anticipated by 50 RMB

4. Leftover Funds

Were there leftover funds after the project was completed? If so, what were they used for? Were they returned to the Canada Fund?

The leftover funds were used to hold an English and Tibetan Teaching Program during the winter vacation at Detsa School.

G. PUBLIC AWARENESS & CANADIAN IDENTITY

1. Posting of Agreement and Budget

Where was the project agreement posted? From what date to what date was it posted? Did you receive any comments or feedback from people who saw it?

Each of the project committee has one of the agreements in Chinese. They took it to the project site and let the villagers read it and let the people who can read and write explain it to those who could not read for five days, from September 15-25.

2. Other Measures

What measures were taken to inform the beneficiaries and the general public of the contribution of the Canada Fund and the commitment made by the implementing agency?

Holding meetings and showing the agreement to inform all community members.

3. Media Coverage

List all media coverage of the project. Provide copies of any print media.

4. Photos Have photos of different stages of the project been included with the final report? *Yes.*

Prepared by: Caihua Dorji (Luke)
 Position: University Student
 Prepared by: Matt Boswell
 Position: University English Teacher
 Reviewed By: Kevin Stuart
 Position: University English Teacher

Receipts

1

收 据

Nº 071713

2005年 9 月 8 日

交款单位 化隆县支扎乡正果村 收款方式 现金

人民币(大写) 柒万陆仟陆佰玖拾肆元 76694.4

收款事由 塑料管 2086.86元 × 12.2元 = 76694.4

经办人 张

收款人

2

收 据

Nº 0001704

2005年 10 月 3 日

收到 化隆县正果村

人民币(大写) 买华夏水泥 表号425 单价20元 20吨,

付 合计5400元 伍仟肆佰元

收款单位 收款人 朱永泉

3

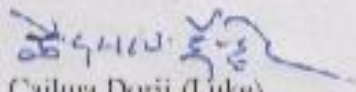
收条
今收到化隆县友礼村正梁村拉自来水工
程材料运费陆仟伍佰元整 (6500元)
收条人： 毕三
2005年11月3日

4

收条
今收到
支礼县友礼村人新引水工程
材料运费陆仟贰佰元整 (3000元)
收款人： 周智军
2005年11月10日

20 September, 2005

This is to certify that I received 500 RMB for the miscellaneous and administrative costs involved in this project.


Cailua Dorji (Luke)

5

6

收款收据 No. 0091488

交款单位 化隆王果村 2005年9月14日

名 称	单 位	数 量	单 价	金 额	备 注
烟 门	个	11	50	550.00	

合计金额 (大写) 伍佰伍拾元 正 500.00

主 管 金 付 白 印

第二联 收 据

7

收款收据 N° 158606

2005年 7月 14日 交款单位 化隆正东村

名 称	单 位	数 量	单 价	金 额					备 注	
				万	千	百	十	元		
米		120	35		3	4	2	0	0	

合计金额 (大写) 拾 万 仟 佰 拾 零 元 零 角 零 分 等 930.00

主 管 会 计 出 纳

二 收 据

8

收款收据 N° 0134524

2005年 9月 14日 交款单位 化隆正东村

名 称	单 位	数 量	单 价	金 额					备 注	
				万	千	百	十	元		
接义					4	6	0	0	0	

合计金额 (大写) 四 角 四 拾 四 万 肆 千 陆 百 零 四 元 零 角 零 分 等 4600.00

主 管 会 计 出 纳

第 一 联 收 据

9

收 据 NO: 0101893

2005年11月11日

交款单位	青海省佛教文化协会			收款人	王成
人民币(大写)	伍仟零贰拾捌元			¥	5028.00
收款事由	支扎学区买256本书				

单位盖章 财务主管 记账 出纳 审核 领导

10

青海省西宁市书刊销售统一发票

青海省西宁市书刊销售统一发票

分类代码: 163010521635

青国税 No 00055795

西宁市 2005年11月12日

书 刊 名 称	单 位	数 量	单 价	金 额
书	册	114		1972.60
合 计 (大写)				壹仟玖佰柒拾贰元肆角

开票单位(章) 西宁市书刊销售统一发票 开票人

11

收 据

2006年2月16日

Nº 0009088

今收到 化隆县支农学区藏书籍(共218册)

人民币(大写) 叁仟玖佰柒拾玖元

系 付 3970

收款单位 化隆县支农学区 收款人 夏

12

青海省西宁市书刊销售系统 发票

发 票 联

分类代码: 163010521635
青国统 Nº 00074483
西字 2006 2月15日

客户: 化隆县支农学区

书 名 书 号	单 价	数 量	单 价	金 额
书	174	194		3025.50

金 额(大写) 叁仟玖佰柒拾玖元

开票单位(章) 化隆县支农学区 开票人: 夏

13

青海省西宁市书刊销售统一发票

分类代码: 163010521635
青国税 No. 00051259
西宁

客户: 化隆县文托小学

2006年2月15日

书刊名称	单位	数量	单价	金额
工	册	129		1085.00
				212.56
金额(大写): 壹仟零捌拾伍元零角分				1085.00

开票单位(章): 开票人: 杨

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证 明

此书证明由加拿大基金赞助的5430元用于培训化隆县文托小学12名学生的英语能力, 为期15天。

杨地证明

才德多杰
2016年2月25日

Original Proposal

Application for Project Funding

Project Title (*please provide a descriptive title*): Running Water for an Impoverished Tibetan Village

Location of Proposed Project: Zhengga Tibetan Village, Detsa Township, Hualong County, Haidong Region, Qinghai Province, PR China.

Implementing Agency & Contact Person: Kevin Stuart

Intermediary Organization (if applicable):

Brief Description of the Implementing Agency:

(*brief history, mandate, membership, etc.*)

Kevin Stuart has lived in Qinghai since 1987 and in China since 1984. He has done more than 200 small-scale development projects with local partners including, increasingly, Tibetan students from Gansu and Sichuan, as well as students from Qinghai. The projects target the poorest of the poor and their basic needs, such as solar energy (particularly solar cookers), clean water projects, irrigation projects, and the provision of basic education though working with local villagers.

Project Budget:

- **Total Budget for the Project: 217,924 RMB**
- **Amount requested from the Canada Fund: 118,174 RMB**
- **Amount to be provided locally: 99,750 RMB**

Date Submitted to the Canada Fund: September 2004

Brief Description of the Project

Objectives & Expected Results: *What is the purpose of the project? What will the project achieve?*

The project will provide clean running water to each village home, which will solve the following problems:

- Villagers currently fetch water to drink from springs, which are 100-500 meters away and take a lot of time to travel back and forth from.
- The main responsibility for fetching water lies with girls and women. Fetching water is a time-consuming activity. For girls, this time could be used on their studies and learning other household skills. For older women, this time could be used on other household activities or as much-deserved free time.
- Fetching water is also linked to issues of status for village women. Should guests arrive unexpectedly and water is not available for the customary tea, then the women of the household are looked down upon or even ridiculed as unfit mothers, daughters, wives, etc. Often, water availability is out of a woman's control. A running water system will eliminate this issue.
- Some men and women who fetch water also labor in the fields. Their time would be better spent on agricultural purposes.
- More than 60 households dug 25 meter-long wells in their home, the water from them is generally salty to the point of being undrinkable. Furthermore, after some time the wells dry up.

Brief Implementation Plan: *Over what time period will the project be implemented?*

- **Starting date:** 2005 February
- **Date of Completion:** 2005 June

What are the main activities of the project?

2005 February	funds are received.
2005 February	village meeting is held about managing the project.

2005 March	villagers dig the ditch.
2005 April	materials are purchased.
2005 April	villagers place the tubes underground.
2005 May	project is finished.
2005 June	final report is sent.

How will the project be managed? The community will select a local project committee consisting of two to five villagers (men and women) at the village meeting in February of 2005. This committee will choose the water design expert who will be the engineer that plans the project. The committee will also set the village work schedule, select materials, and supervise the project.

How will issues of gender inequality be addressed in the project? As discussed above, girls and women currently fetch most of the water for the village. A running water system that carries clean water to each household will relieve girls and women of a time consuming chore. Consequently, girls can use the time saved on more productive activities such as studying, and overburdened women can use the time to relax or work on other household activities. Also, status issues for women will be avoided.

Risks and Potential Challenges: What are potential risks that could affect the implementation of the project? No appreciable risks are foreseen.

Monitoring, Evaluation, and Measuring Results:

How will you monitor the project?

I will regularly visit the village and meet with the local project committee. Also, I will speak with the committee via telephone while I continue my studies in Xining.

What indicators will be used to evaluate whether it has achieved its objectives? I will visit the village after the project has been completed to research the following achievements, and my findings will be included in the final report.

- Villagers have running water in their homes from a different, clean water source.
- Village girls and women no longer fetch water from springs and have more free time.
- Visit and observe how villagers spend their time (i.e. men and women work in the fields and do not have to fetch water from the far away springs).
- Villagers have clean running water in their homes and do not have to dig wells in their homes.

Origin/Context

Describe the region and community where the project will be implemented.

Zhengga Tibetan Village is situated in the eastern part of Detsa Township, and west of Hualong County Town. Zhengga Tibetan Village is in Hualong County, Haidong Region, Qinghai Province. The village is 90 km from Hualong County Town, 3.5 km from Detsa Township, and 95 km from Xining City, the provincial capital. Detsa Township adjoins Garang Township, Guide County, Hainan Tibetan Autonomous Prefecture in the west, Quja Township, Huangzhong County in the north, and Nangra Township, Jantsa County, Huangnan Tibetan Autonomous Prefecture in the south.

All 421 Zhengga villagers (in 97 Household) are Tibetan. Zhengga village has 723 *mu* of irrigated land. The main crop is wheat, which people use for self-consumption (bread, noodles) and to pay the government's tax levies. Other crops include potatoes and rapeseed.

Describe the reason motivating the request for assistance.

Villagers presently get water from the spring, which lies 100 to 500 meters away from the village, and it takes lot of time. Fetching water is very hard labor. So more than 60 households in Zhengga Village dig 25meter-long well in their home, but they do not work anymore, because the water from the well is salty, and also some of them are dried. Then Zhengga villagers fetch the water from far away springs again.

The rest Villagers historically fetch the water from far away springs. Still they continue to do this.

The practice of fetching water from the springs is a difficult and time-consuming labor. Traditionally, women were and still are the primary bearers of this burden. A running water system will relieve village women of this duty.

The villagers have petitioned the government for a project similar to this and have been denied. Therefore, they see outside funding as the only means to fulfill their goals for the project.

Describe how the proposal was developed and who was involved with submitting the proposal.

I proposed and helped complete an irrigation project in my hometown, Zhugmer Nang Village in Garang Township, Guide County, Hainan Prefecture. My hometown borders Zhengga Village. When the villagers from Zhengga saw such a project implemented in a local village, they approached me and asked if I could help them implement a running water project in their village. They had approached the government several times in the past about such a project but were repeatedly ignored. Zhengga villagers learned from me that private organizations that aid development projects exist.

Then I talked to Dr. Stuart about the situation and he recommended the Canada Fund. I wrote this proposal in consultation with the villagers and with Dr. Stuart's help.

Beneficiaries/Participants

Who will benefit from the project and how will these benefits be realized? (Total number of recipients and number of women) What is the background of the beneficiaries? 421 people in 97 households and 1128 head of livestock will benefit immediately. All of the villagers are farmers.

Were the intended beneficiaries involved in the decision to seek funding and the planning and design of the project? If so, how? Yes, the intended beneficiaries were involved. Since repeated efforts to secure government funding have failed, the Zhengga villagers met in August of 2004 and decided to seek money for the water project elsewhere. Then they approached me and asked for my help.

How will beneficiaries participate in the implementation of the project? When the project has been completed, what will their future participation be? Villagers will be involved in the implementation of the project in a number of ways. First, a local project committee will be chosen at a village meeting as discussed above. This committee will manage the project and will be accountable to the villagers. Also, villagers will provide the unskilled labor, such as digging ditches.

When the project is completed, village leaders will start a fund to ensure proper maintenance of the water system. All villagers will be expected to contribute.

Project Sustainability

Does this project meet the long-term needs of the beneficiaries? Will beneficiaries be able and willing to maintain and expand the results of this project without additional financial support?

Water from a clean, consistent water source is a long-term need of the beneficiaries. Also, a running water system will eliminate many human-hours spent on fetching water, expanding the productive possibilities of the village in the long-term.

Beneficiaries will pool their own money into a maintenance fund after the project is complete. Trusted village leaders will oversee this fund and see to proper maintenance.

For training projects, how will beneficiaries maintain and further develop their skills and knowledge? Will their skills and knowledge remain pertinent in the future?

This is not a training project.

For construction projects, how will the construction be maintained in the future? Who will be responsible for future problems?

This is not a construction project. However, there is a maintenance plan as discussed above.

Summary Project Budget

Please attach a budget in the following format:

WATER SYSTEM IN ZHENGGA VILLAGE

Item/Type of Activity 活动类型	Details 细节		Canada Fund 加拿大基金援助	Local Contribution 地方投入
	Quantity 数量	Cost/Unit 单价		
a) MATERIALS 材料				
Cement for 2 water boxes 2 个水箱水泥用料	20T 吨	270 元	5,400	
Plastic pipe #63 #63 塑料 管	3,600 kg 公斤	13.2 元	47,520	
Plastic pipe #40 #40 塑料 管	1,000 kg 公斤	13.2 元	13,200	
Plastic pipe #32 #32 塑料管	192 kg 公斤	13.2 元	2,534	
Plastic pipe #25 #25 塑料管	1,600 kg 公斤	13.2 元	21,120	
Valves 阀门	10 个	50 元	500	
Connections #63 #40 #32 #25 接头 (#63 #40 #32 #25)			3,000	
Iron wire #8 #22 铁丝 (#8 #22)	120 kg 公斤	3.5 元	420	
Stone and sand 石头和沙子	80 立方米	20 元		1,600
Black plastic tube 黑塑料管	291m 米	5 元		1,455
Tap 水龙头	97	5 元		495
Iron bar #16 #14 #6.5 铁棒 (#16 #14 #6.5)	1.8T 吨	3,500 元		6,300
	Sub-total 小计		93,694	9,850
b) OTHER 其他				
Material transport 运送材料			5,900	
Water design expert 专家设计水系统费用			3,000	
Miscellaneous and management fee 杂费和管理费			500	
Labor	60 天/90 人	15 元/人/天		81,000
	Sub-total 小计		9,400	81,000
SUBTOTAL FOR WATER SYSTEM 水系统小计			103,094	90,850

II. IRRIGATION IMPROVEMENT

Item/Type of Activity 活动类型	Details 细节		Canada Fund 加拿大基金援助	Local Contribution 地方投入
	Quantity 数量	Cost/Unit 单价		
Cement 水泥	24T 吨	270 元	6,480	
Sand 沙子	100m2 平方米	20 元		2,000
Stone 石头	70m2 平方米	20 元		1,400
Transportation Fee 运输费			1,600	
Labor 劳力	15 天/20 人	15 元/人/天		4,500
	Sub-Total 小计		8,080	7,900
SUBTOTAL FOR IRRIGATION 灌溉系统小计			8,080	7,900

III. TIBETAN BOOKS 图书

Item/Type of Activity 活动类型	Details 细节		Canada Fund 加拿大基金援助	Local Contribution 地方投入
	Quantity 数量	Cost/Unit 单价		
Books 图书	约 350 (approx) 册	约 20 (approx)元	7,000	
Bookshelves 书架	2	500		1,000
SUBTOTAL FOR BOOKS 图书小计			7,000	2,000

Grand Total-总计

	CANADA FUND CONTRIBUTION 加拿大基金	118,174	
	LOCAL CONTRIBUTION 地方投入		99,750
	TOTAL PROJECT 项目总支出	217,924	

Resources requested from the Canada Fund

Specify the exact nature of the assistance requested from the Canada Fund, e.g. type or kind of services, equipment, products, or construction, etc. For school, water, or other construction projects, please include a detailed physical description of the proposed construction. The nature of the assistance requested from the Canada Fund is monetary. As the budget shows, we request from the Canada Fund 101,295 RMB for materials, material transportation, and the water design expert fee.

I am familiar with this type of project. As you can see, I know what materials are needed, I have priced the materials in the Xining market, and I know how much of each material is needed for this project to work in Zhengga. The water design expert will be in charge of the construction.

Local Resources

Specify the resources that are available from the community itself, other donors, and the government which have been committed to help finance and implement the proposed project.

The community will contribute stone and sand at an estimated value of 1,600 RMB. The community will contribute all of the unskilled labor at an estimated value of 81,000 RMB. The community will purchase the iron tubes and taps at an estimated combined value of 1465 RMB.

- ✓ *How will villagers/beneficiaries contribute to the project?* Villagers/beneficiaries will contribute materials and labor as discussed above.

Gender Equality

What impact will this project have on women's status?

In the short term, this project will relieve girls and women of the time consuming and arduous task of fetching water. In the long-term, girls from the village will be able to dedicate more time to their studies and will be able to compete for scholarships to universities and for skilled jobs that they may have otherwise been unqualified for. As a result, women may enjoy an increase in status as their skills become more highly valued in the marketplace.

Also, this project will ensure that households have a continual supply of fresh, clean water. The project will eliminate the potentially embarrassing and status-damaging scenario in which household women are not prepared to serve tea on short notice. As discussed above, not having tea ready can result in slander against women.

How will this project reduce women's inequality, if at all? Currently, fetching water is a girl or woman's job. This project will reduce the amount of unskilled labor that girls and women are expected to perform. In the long-term girls and women may use their freed up time to acquire more highly valued skills.

What measures will be taken to ensure that women, in particularly rural female beneficiaries, are actively involved with all aspects of the project? One or two women will be a part of the local project committee, which will oversee the project. Women will share in the unskilled labor needed to complete the project. I made it clear to villagers that women need to have leadership roles in this project. I will attend the February 2005 meeting to make sure that women are place on the local project committee.

Environment

If applicable, describe potential environmental effects, both positive and negative. None are foreseen.

Organizational Capacity/Past Experience

Please describe any (relevant) projects that have already been implemented in the community, including the source of funding, the means of execution, and the results. None.

Has the applicant implemented a Canada Fund project before? If so, describe when the project was funded, the amount provided by the Canada Fund, and the results of the project. No.